



INTERNATIONAL GREENING EDUCATION EVENT 2013

Karlsruhe >> Germany

Food education for sustainability

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STARTER: prerequisite for sustainability?

Economy

How to address sustainability deficiency?

economic growth => increased consumption

=> more environmental problems

Environment

How do we protect it?

Policy, negotiations, agreements, code of conduct

Social aspect

communication, knowledge (sharing) ,citizen activity

SUSTAINABILITY and SD

- Anthropocentric concept: about adapting human activity within the border conditions of nature and nature's adaptation to human activity
- Dynamic balance, continuously reshaped according to changing circumstances and new knowledge
- Society's adaptive capacity needs to be nurtured => **Role of education!**
- Sustainability is a process
- SD is policy measures and practical actions to push the societies towards sustainability

CONTENTS

- Background: school lunch, NCCBE
- Two-edged problem: rhetoric, resources
- Research task: present status of sustainability education in schools
- Theoretical frame: sustainability science, contextual + comprehensive learning
- Materials + methods
- Results: school food + food education for sustainability
- Summary and conclusions

BACKGROUND

The Finnish school lunch model

- statutory warm daily school lunch
- free for the pupils in all primary and secondary general and vocational schools
- old social innovation; question of social equity

School education

- overall guidelines in NCCBE (2004)
- description of the contents and educational aims of each different school subject at all grades
- integration through 7 cross-curricular themes
- schools' curricula tailored according to local needs/ interests/ circumstances

TWO-EDGED PROBLEM

Sustainability rhetoric

- Value basis of the Finnish basic education
- Abstract expressions obscure the concept
- Often only ecological aspects addressed
- Aims are not easily translated into actions
- Sustainability education lacks tools

Shrinking municipal resources

- Pressure for cost savings => school food also target and the social innovation is at stake

RESEARCH TASK AND QUESTIONS

Contextualising sustainability by integrating school lunch into the schools' educational goals as part of sustainability education

- Status quo of sustainability education in general?
- Status quo of food education in particular?
- Possibilities for whole school –approach?
- Examples on good practices?
- Development needs?

FOOD EDUCATION for SUSTAINABILITY (FEfS)

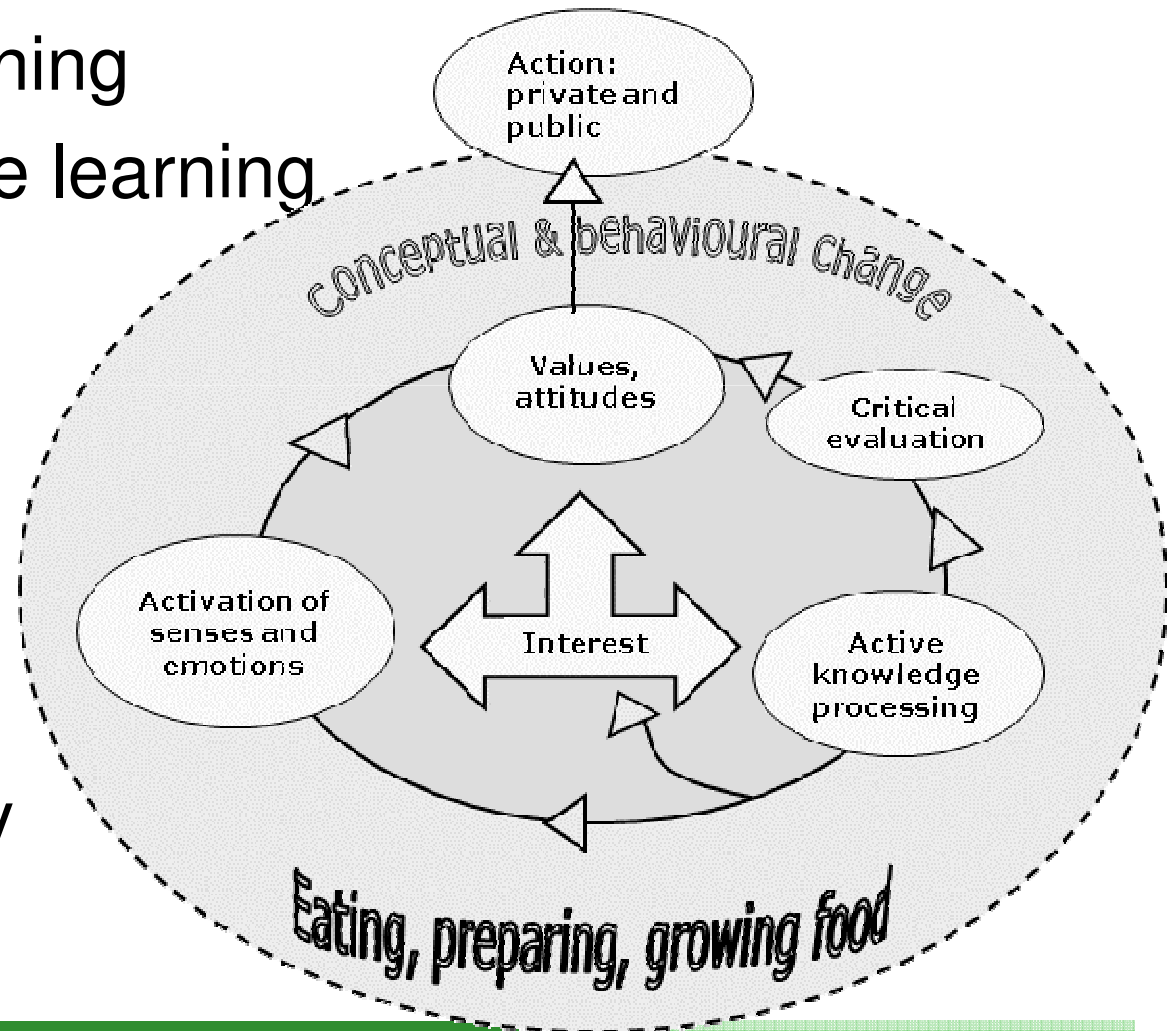
Theoretical frame in sustainability science stresses the need to bring the sustainability concept into a practical, societally relevant context

- problem-based approach
 - transformativeness
 - trans-disciplinarity
 - interactive learning
 - linkages to global sustainability issues
- FEfS aims at conceptual and behavioural change
=> value-based and transformative

PEDAGOGIC APPROACH

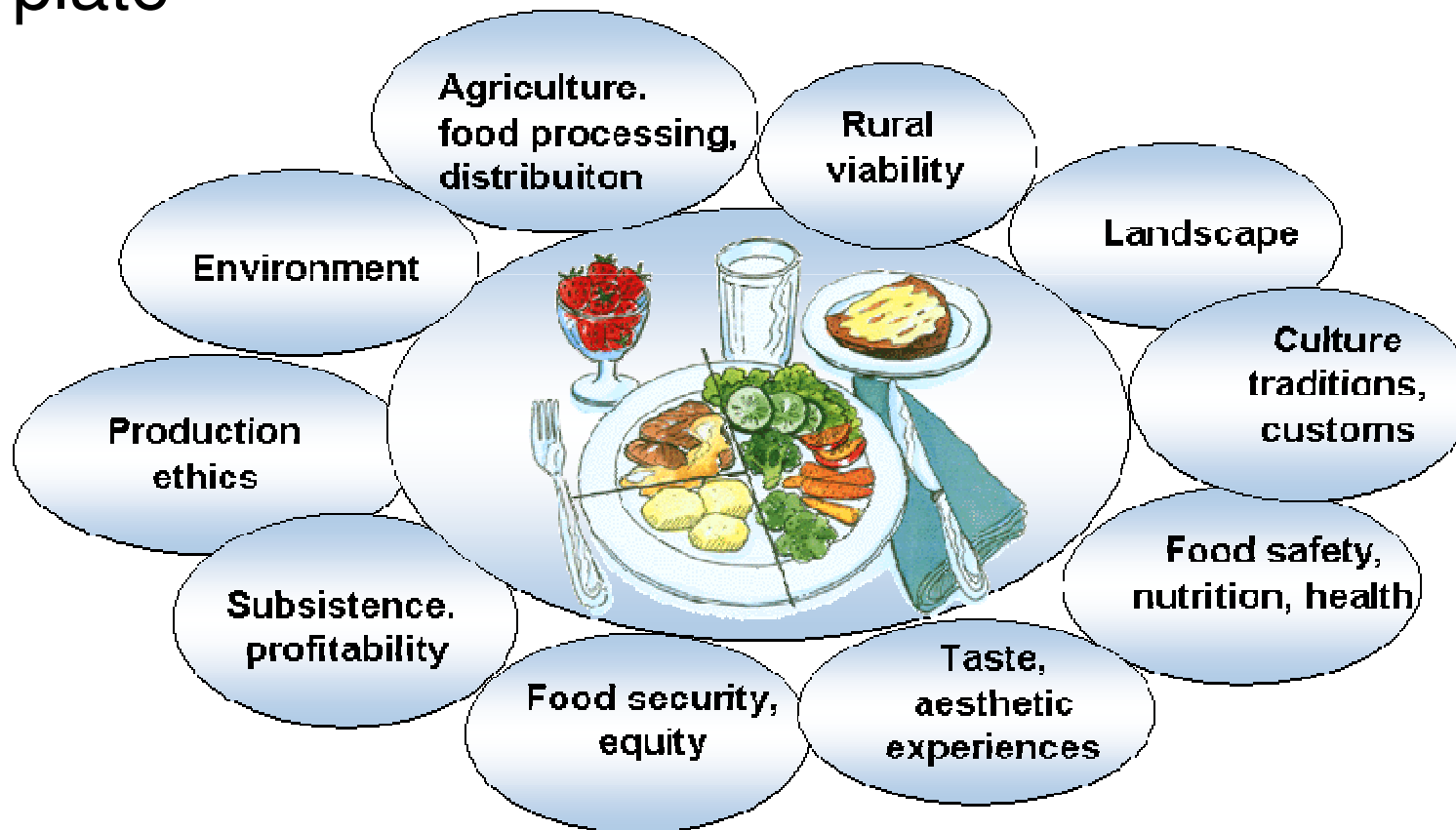
- contextual learning
- comprehensive learning

- Emotions
- Empiria
- Esthetics
- Ethics
- Epistemology



WHY FOOD?

- All dimensions of sustainability are present on you plate



CRITERIA FOR SUSTAINABLE FOOD

Food integrates human and environmental health and the society

1. Healthiness and safety;
2. Food security and sovereignty, justice and equity of food consumption;
3. Economic feasibility;
4. Ethics;
5. Ecological sustainability;
6. Experienced quality and social context of eating together

MATERIALS AND METHODS

Phase I
2008-2009

Survey ~ 2600 schools

Phase II
2009-2011

**Content analysis
of ~ 300
curricula**

Phase III
2012-2014

**Implemen-
tation**

in schools' praxis
in curricula

RESULTS: survey

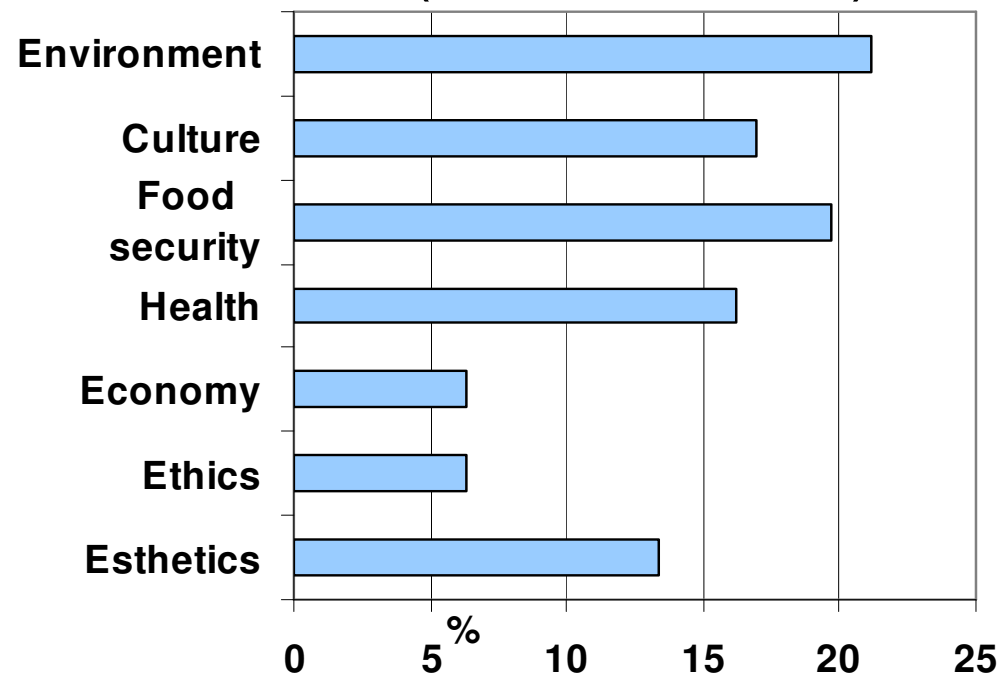
- Own school kitchen more often in rural schools;
 - 46% all food prepared in school,
 - 18% partly prepared/heated in school
 - 36% brought from central units
- Time reserved for lunch: 80% >30 min
- Teachers, kitchen personnel and lunch:
- available for teachers (not free), kitchen personnel does not eat with pupils
- Co-operation between catering and - educational personal: ++

RESULTS: expressions of food education

	+++	++	+
MENTIONS ON SCHOOL LUNCH IN THE SCHOLS' CURRICULA	Care of the pupils, not mentioned, natural history, festivities	Thematic entities	Other subjects/contexts
FOOD-RELATED OUT-DOOR ACTIVITIES WITH PUPILS	Wild berries, mushrooms, no possibility	Fishing	School garden
FARM VISITS	Occasionally	No visits	At least once a year
CO-OPERATION WITH SCHOOL'S CATERING PERSONNEL	Excursions, bazaars, thema days	Other activities	None
PUPILS' PARTICIPATION IN THE PRACTICALITIES OF SCHOOL LUNCH	Cleaning, setting tables, no participation	Service	Preparation

RESULTS: content analysis of the curricula

- School food and/or school-farm co-operation linked to educational goals in the curriculum
- School lunch and sustainability clearly linked in only 40 curricula, (out of > 300)



SUMMARY & CONCLUSIONS

- food-related matters have many linkages to school subjects
- school food is still largely separate from teaching
- Sustainability education is often understood narrowly – in terms of ecological dimension only
- significance of own activity is stressed
- teachers consider the means of influencing food purchases through own activity is as meagre
- **=> teachers' self-efficacy needs to be improved**

SUMMARY & CONCLUSIONS

- Well-functioning co-operation among schools' catering and educational personal
- Local and domestic food is appreciated
- Teachers are concerned with pupils' alienation from basic, healthy domestic food and with deteriorating quality of school food brought about through the price competition
- Teachers are willing to develop food education as part of sustainability education
- Although not consciously, practicalities around school food *de facto* are already part of sustainability education => **good starting point**

SCHOOL FOOD IS NOT A COST ITEM TO BE MINIMISED

- Every lunch break is food education that may be intentional or unintentional.
- food is a prerequisite for learning and an educational resource, unused largely so far
- FEfS features a boundary crossing whole-school approach that strengthens co-operation both within school as well as school's co-operation with the actors of the surrounding community
- The knowledge basis is in subject-specific teaching; critical thinking and action models are learned within the school community and the community outside the school.

